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## Aphasia Test in Turkish (ADD): A Study of Criterion-related Validity

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Aphasia diagnosis constitutes the first step towards a well- founded language therapy. However, there is no gold standard on which parameters are essential in aphasia diagnosis. Rather, diagnosis heavily depends on the patients' individual needs and the specific goal of the assessment (Spree & Risser, 2003). Kertesz (1988) emphasized that "aphasia assessment remains important to most clinicians and treating a patient without assessment is like trying to navigate an uncharted sea". One of the important difficulties experienced by Turkish SLPs in the aphasia rehabilitation was the absence of an accurate, comprehensive and validated test to evaluate aphasia, although its importance is well known. Therefore, "Afazi Dil Değerlendirme Testi" (ADD)- The Test of Language Assessment in Aphasia- was standardized and published (Maviş & Toğram, 2009). But, criterion- related validity study of ADD was not conducted due to lack of standardized aphasia test in Turkish. One of the simplest ways to assess criterion-related validity is to compare it to a known standard. Thus, the purpose of the study is to determine criterion- related validity of ADD, calculating the correlations between ADD- Gülhane Afazi Testi-2 (Gulhane Aphasia Test-2) (GAT-2) (Tanrıdağ, Maviş & Topbaş, 2011) and ADD- Ege Afazi Testi (Ege Aphasia Test) (EAT) (Atamaz, Yağız & Durmaz, 2007).

This study was conducted in two stages. In the first stage, it was analyzed correlation between ADD and GAT- 2. In the other stage, it was computed correlation between ADD and EAT. In the each stage, the tests were administered to 30 participants with aphasia aged 31 to 74 and 30 non-brain-damaged adults aged 30 to 68 years. All participants with aphasia had a cerebrovascular accident and a diagnosis of aphasia by a speech pathologist. Healthy participants were no history of neurological illness or speech and language disorder. The criterion- related validity was examined by calculating correlation coefficients between ADD-GAT-2 scores and ADD-EAT scores. Furthermore, participants with and without aphasia were compared for scores obtained in the three aphasia tests.

The preliminary results imply the correlations between ADD- GAT-2 scores and ADD-EAT scores are high. Data analysis of the study is ongoing and results will present.

### References

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